

2020 Annual Implementation Plan

For improving student outcomes

Brunswick North Primary School (3585)



Submitted for review by Sonia Abdallah (School Principal) on 18 December, 2019 at 10:18 AM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 03 February, 2020 at 07:37 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving

Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Evolving moving towards Embedding
	Parents and careers as partners	Embedding moving towards Excelling

Enter your reflective comments	The goals and targets set to improve learning outcomes in Literacy and Numeracy for all students were met with the exception of the goal that the proportion of Year 3 student results in the top two bands to increase in Numeracy. The staff have participated in whole staff surveys conducted by curriculum leaders to assess whole staff pedagogical and instructional needs and understandings. A selection of Staff have participated in PLC, Primary Math's Specialist and Literacy Leaders professional learning sessions and have used these learnings to implement PD sessions that have focused on unpacking strategies and resources for effective Literacy and Numeracy teaching . These professional learning sessions have supported and enhanced the development of a clear instructional model that is based on research relating to high impact teaching strategies. All teachers are developing their understandings of the work of Professional Learning Communities and are building their sense of collective efficacy.
Considerations for 2020	To focus on the implementation of professional leaning communities across BNPS, to create a culture of improvement, underpinned by a shared commitment to and understanding of a high quality teaching practice. To provide a range of professional learning and leadership opportunities for teachers to deliver consistent high quality

	teaching and learning in every classroom. To collect and evaluate multiple sources of data and use this information to make informed decisions about their teaching and to enhance student engagement in their learning.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve learning outcomes in Literacy and Numeracy for all students.
Target 1.1	<p>The proportion of student results in the top two bands to increase:</p> <ul style="list-style-type: none"> • Year 3 Numeracy: from 49.3% in 2018 to 60% in 2022 • Year 5 Numeracy: from 32.4% in 2018 to 60% in 2022 <p>The proportion of student results in the bottom two bands to reduce:</p> <ul style="list-style-type: none"> • Year 3 Numeracy: from 4.5 % in 2018 to 2% in 2022 • Year 5 Numeracy: from 12.2% in 2018 to 2% in 2022 <p>High relative growth in Numeracy Year 3–5 to increase from 15.0% in 2018 to above 30% in 2022</p>
Target 1.2	<p>The proportion of student results in the top two bands to increase:</p> <ul style="list-style-type: none"> • Year 3 Reading: from 30.9% in 2018 to 60% in 2022 • Year 3 Writing: from 53.8% in 2018 to 75% in 2022 • Year 5 Reading: from 55.2% in 2018 to 70% in 2022 • Year 5 Writing: from 7.9% in 2018 to 35% in 2022

	<p>The proportion of student results in the bottom two bands to reduce:</p> <ul style="list-style-type: none"> • Year 3 Reading: from 2.9% in 2018 to 2% in 2022 • Year 3 Writing: from 4.5 % in 2018 to 2% in 2022 • Year 5 Reading: from 14.4 % in 2018 to 5% in 2022 (to be finalized) • Year 5 Writing: from 13.1% in 2018 to 5% in 2022 (to be finalized) <p>High relative growth Year 3-5 to be:</p> <ul style="list-style-type: none"> • Reading: from 24.6% in 2018 to above 30% in 2022 • Writing: from 20.3% in 2018 to above 30% in 2022
<p>Target 1.3</p>	<p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> • Differentiated learning challenge: from 76% in 2018 to 90% in 2022 • Effective teaching time: from 77% in 2018 to 90% in 2022
<p>Target 1.4</p>	<p>Variables in the School Staff Survey (SSS) to reflect the following endorsement:</p> <ul style="list-style-type: none"> • Plan differentiated learning activities: from 76% in 2018 to 90% in 2022 • Use pedagogical model: from 58% in 2018 to 85% in 2022 • Understand formative assessment: from 73% in 2018 to 85% in 2022 • Use evidence to inform teaching practice: from 73% in 2018 to 85% in 2022 • Professional learning through peer observation: from 29% in 2018 to 80% in 2022 • Believe feedback improves practice: from 61% in 2018 to 80% in 2022 • Seek feedback to improve practice: from 58% in 2018 to 80% in 2022

Key Improvement Strategy 1.a Building practice excellence	Further enhance data literacy and program/unit planning within the work of PLCs (BPE)
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Continue to build the instructional practice of every teacher by further clarifying, documenting and implementing whole school approaches to teaching and learning (EBHIS):
Goal 2	Develop highly engaged, life-long learners that contribute to, and benefit from, a 21st century learning environment.
Target 2.1	<p>Student Attitudes</p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> • Stimulated Learning: from 67% in 2018 to 90% in 2022 • Motivation and Interest: from 78% in 2018 to 90% in 2022 • Learning Confidence: from 78% in 2018 to 90% in 2022
Target 2.2	<p>Staff Opinion</p> <p>Variables in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> • Academic Emphasis: from 68% in 2018 to 80% in 2022 • Understand Curriculum: from 79% in 2018 to 85% in 2022 • Focus Learning on Real Life Problems: from 76% in 2018 to 85% in 2022
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Continue to enhance the school’s inquiry approach, with a focus on international mindedness and global citizenship. (IESE)

Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and wider community. (IE&SE)
Goal 3	Enhance student empowerment and secure higher levels of community participation in learning through development of Brunswick North PS as a powerful learning community.
Target 3.1	Student Attitudes Variables in the AToSS to reflect the following percentage of positive student responses: <ul style="list-style-type: none"> • Student voice and agency: from 60% in 2018 to 85% in 2022
Target 3.2	Variables in the SSS to reflect the following endorsement: <ul style="list-style-type: none"> • Promote student ownership of student learning goals: from 73% in 2018 to 90% in 2022 • Use student feedback to improve practice: from 76% in 2018 to 90% in 2022
Target 3.3	Variables in the POS to reflect the following endorsement: <ul style="list-style-type: none"> • Student agency and voice: from 78% in 2018 to 90% in 2022. • Teachers communicate with me often enough about my child's progress: from 70% in 2018 to 90% in 2022.
Key Improvement Strategy 3.a Empowering students and building school pride	Enhance curriculum and lesson planning, and identify pedagogy, that enables students to further develop agency, assess their own work, identify future learning and track and celebrate their own learning growth (ESBSP)

<p>Key Improvement Strategy 3.b Empowering students and building school pride</p>	<p>Continue to create opportunities to promote student voice and involve students in decision making about how they can make a difference to their local and global communities (ESBSP)</p>
<p>Key Improvement Strategy 3.c Building communities</p>	<p>Secure greater levels of parent and community engagement (BC)</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve learning outcomes in Literacy and Numeracy for all students.	Yes	<p>The proportion of student results in the top two bands to increase:</p> <ul style="list-style-type: none"> • Year 3 Numeracy: from 49.3% in 2018 to 60% in 2022 • Year 5 Numeracy: from 32.4% in 2018 to 60% in 2022 <p>The proportion of student results in the bottom two bands to reduce:</p> <ul style="list-style-type: none"> • Year 3 Numeracy: from 4.5 % in 2018 to 2% in 2022 • Year 5 Numeracy: from 12.2% in 2018 to 2% in 2022 <p>High relative growth in Numeracy Year 3–5 to increase from 15.0% in 2018 to above 30% in 2022</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The proportion of student results in the top two bands to increase:</p> <ul style="list-style-type: none"> •Year 3 Numeracy: from 45.1% in 2019 to 50% in 2020 •Year 5 Numeracy: from 44.2% in 2019 to 49.6% in 2020 <p>The proportion of student results in the bottom two bands to reduce:</p> <ul style="list-style-type: none"> •Year 3 Numeracy: from 4.5 % in 2019 to 3.5% in 2020 •Year 5 Numeracy: from 12.2% in 2019 to 10% in 2020 <p>High relative growth in Numeracy Year 3–5 to increase from 15.0% in 2019 to 20% in 2020</p>
		<p>The proportion of student results in the top two bands to increase:</p> <ul style="list-style-type: none"> • Year 3 Reading: from 30.9% in 2018 to 60% in 2022 • Year 3 Writing: from 53.8% in 2018 to 75% in 2022 	<p>The proportion of student results in the top two bands to increase:</p> <ul style="list-style-type: none"> •Year 3 Reading: from 61.5% in 2019 to 62.5% in 2020 •Year 3 Writing: from 62.7% in 2019 to 65.3% in 2020

		<ul style="list-style-type: none"> • Year 5 Reading: from 55.2% in 2018 to 70% in 2022 • Year 5 Writing: from 7.9% in 2018 to 35% in 2022 <p>The proportion of student results in the bottom two bands to reduce:</p> <ul style="list-style-type: none"> • Year 3 Reading: from 2.9% in 2018 to 2% in 2022 • Year 3 Writing: from 4.5 % in 2018 to 2% in 2022 • Year 5 Reading: from 14.4 % in 2018 to 5% in 2022 (to be finalized) • Year 5 Writing: from 13.1% in 2018 to 5% in 2022 (to be finalized) <p>High relative growth Year 3-5 to be:</p> <ul style="list-style-type: none"> • Reading: from 24.6% in 2018 to above 30% in 2022 • Writing: from 20.3% in 2018 to above 30% in 2022 	<ul style="list-style-type: none"> •Year 5 Reading: from 65% in 2019 to 69% in 2020 •Year 5 Writing: from 29.9% in 2019 to 31.9% in 2020 <p>The proportion of student results in the bottom two bands to reduce:</p> <ul style="list-style-type: none"> •Year 3 Reading: from 2.9% in 2019 to 2% in 2020 •Year 3 Writing: from 4.5 % in 2019 to 3% in 2020 •Year 5 Reading: from 14.4 % in 2019 to 10% in 2020 •Year 5 Writing: from 13.1% in 2019 to 10% in 2020 <p>High relative growth Year 3-5 to be:</p> <ul style="list-style-type: none"> •Reading: from 24.6% in 2019 to above 30% in 2020 •Writing: from 20.3% in 2019 to above 30% in 2020
		<p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> • Differentiated learning challenge: from 76% in 2018 to 90% in 2022 • Effective teaching time: from 77% in 2018 to 90% in 2022 	<p>Variables in the ATSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> •Differentiated learning challenge: from 77% in 2019 to 81.3% in 2020 •Effective teaching time: from 77% in 2019 to 78.6 % in 2020
		<p>Variables in the School Staff Survey (SSS) to reflect the following endorsement:</p>	<p>Variables in the School Staff Survey (SSS) to reflect the following endorsement Plan differentiated learning activities: from</p>

		<ul style="list-style-type: none"> • Plan differentiated learning activities: from 76% in 2018 to 90% in 2022 • Use pedagogical model: from 58% in 2018 to 85% in 2022 • Understand formative assessment: from 73% in 2018 to 85% in 2022 • Use evidence to inform teaching practice: from 73% in 2018 to 85% in 2022 • Professional learning through peer observation: from 29% in 2018 to 80% in 2022 • Believe feedback improves practice: from 61% in 2018 to 80% in 2022 • Seek feedback to improve practice: from 58% in 2018 to 80% in 2022 	<p>76% in 2019 to % in 2020 Use pedagogical model from 68% in 2019 to 73.6% in 2020 Understand formative assessment: from 73% in 2019 to % in 2020 Use evidence to inform teaching practice: from 73% in 2019 to 77% in 2020</p>
Develop highly engaged, life-long learners that contribute to, and benefit from, a 21st century learning environment.	Yes	<p>Student Attitudes</p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> • Stimulated Learning: from 67% in 2018 to 90% in 2022 • Motivation and Interest: from 78% in 2018 to 90% in 2022 • Learning Confidence: from 78% in 2018 to 90% in 2022 	<p>Variables in the ATSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> •Stimulated Learning: from 70% in 2019 to 76.6% in 2020 •Motivation and Interest: from 79% in 2019 to 83%in 2020 •Learning Confidence: from 78% in 2019 to 82% in 2020
		<p>Staff Opinion</p> <p>Variables in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> • Academic Emphasis: from 68% in 2018 to 80% in 2022 • Understand Curriculum: from 79% in 2018 to 85% in 2022 	<p>Variables in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> •Academic Emphasis: from 68% in 2019 to 80% in 2022 •Understand Curriculum: from 79% in 2019 to 85% in 2022 •Focus Learning on Real Life Problems:

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Enhance student empowerment and secure higher levels of community participation in learning through development of Brunswick North PS as a powerful learning community.	No	<p>Student Attitudes</p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> • Student voice and agency: from 60% in 2018 to 85% in 2022 	
		<p>Variables in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> • Promote student ownership of student learning goals: from 73% in 2018 to 90% in 2022 • Use student feedback to improve practice: from 76% in 2018 to 90% in 2022 	
		<p>Variables in the POS to reflect the following endorsement:</p> <ul style="list-style-type: none"> • Student agency and voice: from 78% in 2018 to 90% in 2022. • Teachers communicate with me often enough about my child's progress: from 70% in 2018 to 90% in 2022. 	

Goal 1	Improve learning outcomes in Literacy and Numeracy for all students.
12 Month Target 1.1	<p>The proportion of student results in the top two bands to increase:</p> <ul style="list-style-type: none"> •Year 3 Numeracy: from 45.1% in 2019 to 50% in 2020 •Year 5 Numeracy: from 44.2% in 2019 to 49.6% in 2020 <p>The proportion of student results in the bottom two bands to reduce:</p> <ul style="list-style-type: none"> •Year 3 Numeracy: from 4.5 % in 2019 to 3.5% in 2020 •Year 5 Numeracy: from 12.2% in 2019 to 10% in 2020 <p>High relative growth in Numeracy Year 3–5 to increase from 15.0% in 2019 to 20% in 2020</p>
12 Month Target 1.2	<p>The proportion of student results in the top two bands to increase:</p> <ul style="list-style-type: none"> •Year 3 Reading: from 61.5% in 2019 to 62.5% in 2020 •Year 3 Writing: from 62.7% in 2019 to 65.3% in 2020 •Year 5 Reading: from 65% in 2019 to 69% in 2020 •Year 5 Writing: from 29.9% in 2019 to 31.9% in 2020 <p>The proportion of student results in the bottom two bands to reduce:</p> <ul style="list-style-type: none"> •Year 3 Reading: from 2.9% in 2019 to 2% in 2020 •Year 3 Writing: from 4.5 % in 2019 to 3% in 2020 •Year 5 Reading: from 14.4 % in 2019 to 10% in 2020 •Year 5 Writing: from 13.1% in 2019 to 10% in 2020 <p>High relative growth Year 3-5 to be:</p> <ul style="list-style-type: none"> •Reading: from 24.6% in 2019 to above 30% in 2020 •Writing: from 20.3% in 2019 to above 30% in 2020
12 Month Target 1.3	<p>Variables in the ATSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> •Differentiated learning challenge: from 77% in 2019 to 81.3% in 2020 •Effective teaching time: from 77% in 2019 to 78.6 % in 2020

12 Month Target 1.4	Variables in the School Staff Survey (SSS) to reflect the following endorsement Plan differentiated learning activities: from 76% in 2019 to % in 2020 Use pedagogical model from 68% in 2019 to 73.6% in 2020 Understand formative assessment: from 73% in 2019 to % in 2020 Use evidence to inform teaching practice: from 73% in 2019 to 77% in 2020	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Further enhance data literacy and program/unit planning within the work of PLCs (BPE)	Yes
KIS 2 Evidence-based high-impact teaching strategies	Continue to build the instructional practice of every teacher by further clarifying, documenting and implementing whole school approaches to teaching and learning (EBHIS):	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The School Staff Survey response from teachers indicated there is a need to build the capacity of teachers to confidently use data to inform teaching.	
Goal 2	Develop highly engaged, life-long learners that contribute to, and benefit from, a 21st century learning environment.	
12 Month Target 2.1	Variables in the ATSS to reflect the following percentage of positive student responses: •Stimulated Learning: from 70% in 2019 to 76.6% in 2020 •Motivation and Interest: from 79% in 2019 to 83%in 2020 •Learning Confidence: from 78% in 2019 to 82% in 2020	
12 Month Target 2.2	Variables in the SSS to reflect the following endorsement: •Academic Emphasis: from 68% in 2019 to 80% in 2022 •Understand Curriculum: from 79% in 2019 to 85% in 2022	

	•Focus Learning on Real Life Problems: from 76% in 2019 to 85% in 2022	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Continue to enhance the school's inquiry approach, with a focus on international mindedness and global citizenship. (IESE)	No
KIS 2 Intellectual engagement and self-awareness	Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and wider community. (IE&SE)	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Attitudes To School Survey has highlighted that the students want a more engaging and stimulating learning environment.	

Define Actions, Outcomes and Activities

Goal 1	Improve learning outcomes in Literacy and Numeracy for all students.
12 Month Target 1.1	<p>The proportion of student results in the top two bands to increase:</p> <ul style="list-style-type: none"> •Year 3 Numeracy: from 45.1% in 2019 to 50% in 2020 •Year 5 Numeracy: from 44.2% in 2019 to 49.6% in 2020 <p>The proportion of student results in the bottom two bands to reduce:</p> <ul style="list-style-type: none"> •Year 3 Numeracy: from 4.5 % in 2019 to 3.5% in 2020 •Year 5 Numeracy: from 12.2% in 2019 to 10% in 2020 <p>High relative growth in Numeracy Year 3–5 to increase from 15.0% in 2019 to 20% in 2020</p>
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	<ul style="list-style-type: none"> •Effective teaching time: from 77% in 2019 to 78.6 % in 2020
12 Month Target 1.4	<p>Variables in the School Staff Survey (SSS) to reflect the following endorsement</p> <p>Plan differentiated learning activities: from 76% in 2019 to % in 2020</p> <p>Use pedagogical model from 68% in 2019 to 73.6% in 2020</p> <p>Understand formative assessment: from 73% in 2019 to % in 2020</p> <p>Use evidence to inform teaching practice: from 73% in 2019 to 77% in 2020</p>
KIS 1 Building practice excellence	Further enhance data literacy and program/unit planning within the work of PLCs (BPE)
Actions	<p>Implement Professional Learning Communities (PLC's) at Brunswick North Primary School through:</p> <ul style="list-style-type: none"> - Implementing an inquiry approach to curriculum planning: Numeracy (problem solving), Literacy (reading/writing) - Developing and implementing a peer coaching model to support consistent implementation of BNPS pedagogical model. - Implementing - whole school planning uses FISO improvement cycle to support Teaching and Learning.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - have input into shaping the curriculum and learning activities - participate in a range of strategies and approaches including problem solving group work and student led learning activities that promote student engagement. - be able to articulate the 'usual' structure of lessons <p>Teachers will:</p> <ul style="list-style-type: none"> - understand the structure of the pedagogical model; establish/improve peer coaching; skills; use the pedagogical model regularly to plan and deliver lessons - engage in regular conversations about student learning and teaching practice developing a strong sense of collective responsibility in order to achieved agreed target. - use a range of evidence such as tracking and monitoring individual students, subgroups and whole school progress to provide feedback on differentiating teaching practice and student learning. - support and challenge each other to continually improve. - Develop PDP goals that support building their capacity to participate and contribute to the implementation of PLC model across the school. <p>Leaders will: use multiple sources of evidence to track peer coaching/pedagogical model implementation including barriers and</p>

	<p>enablers; invite teachers to observe their classes; develop their own peer coaching skills</p> <ul style="list-style-type: none"> - further develop and implement school data management system that enables teachers to readily access and use data at team, class and individual level. - provide professional learning opportunities for teachers to build their data literacy capacity -ensure LC's processes are consistent across the school with agreed norms and protocols with all PLC's using the DET cycle of improvement. - use multiple sources of evidence to track implementation of PLC including barriers and enablers. 			
Success Indicators	<p>Students:</p> <ul style="list-style-type: none"> - individual learning goal records - rubric and feedback records <p>Teachers :</p> <ul style="list-style-type: none"> - minutes from PLC meetings - professional learn presentations on PLC inquiry cycles - data records that track and monitor student progress in class and across unit - school staff survey responses <p>Leaders :</p> <ul style="list-style-type: none"> - minutes from school meetings (SIT, PLC and Staff) - survey data, observations , action plans , notes from conversations. - participation in PLC COP, notes and minutes 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development and implementation of whole school structures and protocols for professional learning communities.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff to participate in professional learning workshops on building data literacy.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Further develop and implement school instructional model (numeracy, literacy and inquiry) to ensure that it is clear and based on research related to high impact teaching and DET initiatives.	<input checked="" type="checkbox"/> Curriculum Co-coordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Designated Staff will continue participation in PMSS Initiative and implement PL based on PMSS across staff	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$110,000.00 <input type="checkbox"/> Equity funding will be used
Provide staff with the opportunity to attend Network literacy and numeracy training	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Develop highly engaged, life-long learners that contribute to, and benefit from, a 21st century learning environment.			
12 Month Target 2.1	Variables in the ATSS to reflect the following percentage of positive student responses: •Stimulated Learning: from 70% in 2019 to 76.6% in 2020 •Motivation and Interest: from 79% in 2019 to 83%in 2020 •Learning Confidence: from 78% in 2019 to 82% in 2020			
12 Month Target 2.2	Variables in the SSS to reflect the following endorsement: •Academic Emphasis: from 68% in 2019 to 80% in 2022 •Understand Curriculum: from 79% in 2019 to 85% in 2022 •Focus Learning on Real Life Problems: from 76% in 2019 to 85% in 2022			
KIS 1 Intellectual engagement and self-awareness	Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and wider community. (IE&SE)			

Actions	<p>Develop a whole school understanding of High Impact Strategy: Differentiated Teaching so all students experience challenge, success, engagement and improved learning by developing teacher capacity in:</p> <ul style="list-style-type: none"> - using a range of teaching strategies that support different abilities and ways of thinking and learning.. - Setting open - ended tasks that allows students to work at different levels and paces. - using formative assessment to monitor student learning progress toward and beyond learning goals.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - have input into shaping the curriculum and learning activities through regular classroom feedback activities. - participate in a range of strategies and approaches including problem solving group work and student led learning activities that promote student engagement. - have regular opportunities to give feedback about their learning through Pivot and Attitudes to School survey. <p>Teachers will:</p> <ul style="list-style-type: none"> - use pre-assessment of student readiness, interest and learning profile to understand individual student needs and strengths. - Teachers modify and diversify their instructional delivery and behavior management to meet the different needs of students. - use a range of teaching strategies that support different abilities and ways of thinking and learning - rely on formative assessment to monitor student learning progress toward and beyond learning goals. <p>Leaders will:</p> <ul style="list-style-type: none"> - provide ongoing development of whole school assessment and strategies model which support teachers to build the capacity of teachers to implement a differentiated curriculum. - ensure curriculum and pedagogical expertise is celebrated and shared across the school.
Success Indicators	<p>Students:</p> <ul style="list-style-type: none"> - Learning logs demonstrate the input they have had into shaping the curriculum and learning activities through regular classroom feedback activities. - participate in a range of strategies and approaches including problem solving group work and student led learning activities that promote student engagement. - have regular opportunities to give feedback about their learning through Pivot and Attitudes to School survey. <p>Teachers:</p> <p>Teaching and Learning Programs demonstrate that they Teach up that is, they teach high quality, rich curriculum to all students and scaffold learning to students to achieve high level goals.</p> <p>Leaders:</p> <p>Action Plans demonstrate that they have developed and implemented Numeracy, Literacy, Student Wellbeing, Inquiry and PLC Curriculum Action Plans that link directly to AIP KIS and Actions.</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development and implementation of curriculum action plans with a focus on differentiating the curriculum (numeracy, literacy and inquiry) so all students experience challenge, success, engagement and improved learning.	<input checked="" type="checkbox"/> Curriculum Co-coordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implementation of Pivot Survey across whole school to provide student feedback and engagement opportunities.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop understanding of Differentiated Teaching HITS strategy across the school	<input checked="" type="checkbox"/> Curriculum Co-coordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$15,000.00	\$15,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$15,000.00	\$15,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Development and implementation of whole school structures and protocols for professional learning communities.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Staff to participate in professional learning workshops on building data literacy.	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Implementation of Pivot Survey across whole school to provide student feedback and engagement opportunities.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Totals			\$15,000.00	\$15,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organizational Structure	Expertise Accessed	Where
Development and implementation of whole school structures and protocols for professional learning communities.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalized PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Further develop and implement school instructional model (numeracy, literacy and inquiry) to ensure that it is clear and based on research related to high impact teaching and DET initiatives.	<input checked="" type="checkbox"/> Curriculum Co-coordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Math's/Sic Specialist	<input checked="" type="checkbox"/> On-site
Designated Staff will continue participation in PMSS Initiative and implement PL based on PMSS across staff	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Math's/Sic Specialist	<input checked="" type="checkbox"/> On-site
Development and implementation of curriculum action plans with a focus on differentiating the curriculum (numeracy, literacy and inquiry) so all students experience challenge,	<input checked="" type="checkbox"/> Curriculum Co-coordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Math's/Sic Specialist	<input checked="" type="checkbox"/> On-site

success, engagement and improved learning.				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting		
Implementation of Pivot Survey across whole school to provide student feedback and engagement opportunities.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalized PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Develop understanding of Differentiated Teaching HITS strategy across the school	<input checked="" type="checkbox"/> Curriculum Co-coordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site